

Barnfields Extra Club

Inspection report for early years provision

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Inspector Edgar Hastings

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Barnfields Extra Club opened in 2006 and operates from the nursery in Barnfields Primary School in Stafford. The club is on the Early Years Register, and the compulsory and voluntary parts of the Child Care Register. A maximum of 30 children up to the age of eight years may attend the club at any one time, and children aged up to 11 are also accepted. Currently, there are 65 children on roll.

The club is open each weekday from 8.00am to 8.50am and 3.05pm to 6.00pm during school term-times. It is open during some school holidays for play schemes, usually during the main summer holiday and the October half-term holiday. All children share access to a secure enclosed outdoor area. Children come from the school and the site is accessible to adults and children who may have disabilities. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club employs six members of staff and all hold appropriate early years qualifications. There are close links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision meets the needs of the early years children well through providing a safe, inclusive and enjoyable environment where children make good progress in their learning and development. Children's needs are at the centre of the setting's work and excellent attention is given to supporting children with special educational needs and/or difficulties, and children for whom English is an additional language. The partnership with the school is outstanding and ensures children's learning development and welfare are promoted very successfully. Many good improvements have been made since the club opened four years ago, and the pace of change demonstrates that the leaders have good capacity for continued further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure public liability insurance certificate is readily available for inspection
- use the Early Years Foundation Stage framework areas of learning and development to more accurately assess children's progress
- develop further the use of self-evaluation in order to fully identify the setting's strengths and areas for development.

The effectiveness of leadership and management of the early years provision

The leadership and management at Barnfields Extra is good. This is a developing setting where managers are eager to make improvements, and have introduced a number of initiatives as well as addressing the issues raised at the last inspection. The child protection policy now meets requirements and rigorous risk assessments are now carried out to minimise identified risks. Systems to improve the provision for children have been made through establishing strong links with the Early Years department of the school to develop the Early Years Foundation Stage framework within the setting. There has been a focus on improving planning for children of all ages, and assessment procedures have been introduced for the under fives years age group. However, these are in the early stages of development and do not yet accurately identify the stages of development and the full progress made by these children.

There is a drive towards securing high quality provision for the children in this setting and it is greatly facilitated by the very strong working partnerships with the school and with Barnfields Nursery. The use of self-evaluation is beginning to be used but is not yet fully developed. The sharing of information with the school on children's progress enables the appropriate level of support to be provided, especially for those children with special educational needs and/or disabilities. The links with outside agencies are very strong and ensure that the children's learning and welfare needs are met very well. The setting very effectively ensures that children are aware of the culture of others through the celebration of a range of festivals including Diwali, Christmas, St Patrick's day and the Chinese New Year. Resources reflect many other cultures through the use of dolls and puppets, and music from around the world.

The setting has put in place some exemplary safeguarding procedures to protect their children. All staff are well trained in child protection matters and follow the good quality policies and procedures to ensure children's safety in the setting. Rigorous recruitment and vetting procedures are in place, and children display a very good understanding of their own safety. Relationships with parents are strong because the setting keeps them well informed about their children's progress, and they are consulted about ideas for future planning. Resources of high quality are used very effectively to support children's learning and development, especially those that the setting shares with the school. The outdoor environment which belongs to the school is well equipped, and provides well for children of all ages and enables them to access regular physical activity. Staff receive regular appropriate training which is identified through their staff appraisal process, and all are continually improving their levels of qualifications. Although some of the leaders have been trained in the Early Years Foundation Stage there are still some staff who have not yet been able to fully access this training. Staff work very well as a team, and are deployed effectively. Regular daily checks are made to ensure the safety of accommodation and the resources that children use.

The quality and standards of the early years provision and outcomes for children

Children really enjoy attending this after school club because of the good provision made for them, the warm welcome they receive, and the strong relationships that have been established with the staff. They enjoy mixing with their friends and engaging in a range of interesting activities. The emphasis is on children learning through enjoyment and play and with the freedom to make choices. The setting provides planned and interesting activities for each day, as well as optional adult-led activities such as making a Mother's Day card or other creative activities. Children enjoy developing their fine motor skills through drawing, colouring or designing a greetings card. They skilfully use a computer art programme to create interesting patterns and designs. A good range of puzzles, games and construction toys provide children with enjoyable learning activities and the opportunity to collaborate with others.

Outdoors children enjoy the freedom to choose from a well equipped sports store, and the older children take responsibility for collecting items from this for the younger members of the group. Hoops, footballs, tennis balls and racquets enable children to engage in active games and to develop and extend their sporting skills. Scooters, tricycles and other wheeled toys are used skilfully as they follow the marked out roads on the playground. Adults join in activities with the children to make the experiences enjoyable and this contributes to the very good progress they make, especially in their personal development.

The promotion of children's welfare is good and children's safety and well-being is given high priority, but the setting must ensure that their public liability insurance certificate is readily available for inspection at short notice. Children feel safe because of the very good procedures in place to protect them and because of the caring environment created for them. They learn how to keep themselves safe because of the strong emphasis placed upon their personal safety and their own developing awareness of staying safe. Good hygiene procedures are strictly followed ensuring children understand the importance of personal cleanliness. Healthy lifestyles are promoted well through healthy eating at snack time and through opportunities to engage in regular exercise and daily physical activity.

Behaviour is very good. Children's views are listened to and they enjoy good, trusting relationships with the adults who care for them. They are developing in confidence and take responsibility for helping adults especially when equipment has to be put away. Children say they enjoy attending because it enables them to share in activities with their friends and to make new ones. Being a member of the after school club contributes significantly to their personal and social development, as well as in the development of skills and attitudes. The excellent partnership and communication with the school ensures their welfare and learning needs are met very well and this club provides a good preparation for the next stage of their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met